

## Subject and Year Team Curriculum Statements

Use the proforma below to identify intent, implementation and impact for your subject/year team curriculum statement. In addition to completing this proforma please include a curriculum map.

<b>Subject/Year Team: RE</b>
<b>Intent</b>
<p><b>What are our curriculum objectives? What do we want pupils to be able to know and do by the time they leave this school/this year group?</b></p> <p>Year 3: To know _____ religious symbols, To understand what ____ beliefs about God are.          Year 4: To know _____ religious buildings, To know _____ religious festivals.          Year 5: To know how _____ worship, To know the religious journeys that _____ make.          Year 6: To know religions around the world, To know the similarities and differences between religions, To look at a day in the life of a _____.</p>
<p><b>How does the curriculum plan set out the sequence and structure of how we will implement it? This is to be presented as a curriculum map.</b></p> <p>Autumn – Christianity          Spring – Hinduism          Summer – Islam</p> <p>Every year group looks at the same religion for a half term. They will be building on what they have learnt in the previous year and then focusing on comparison when they get to Year Six.</p> <p>Year 3: symbols and Gods          Year 4: buildings and festivals          Year 5: worship and journeys          Year 6: similarities and differences, a day in the life of _____, religions around the world.</p>
<p><b>How does the curriculum reflect British Values, PSHE and SMSC?</b></p> <p>Through learning about different religions from around the world, children can understand, appreciate and explore the religions. They will have the freedom to ask questions and share their own beliefs.</p>
<p><b>How does the curriculum cater for the different groups in our school – SEN, EAL, Gender, High Attainers, Disadvantaged etc? How do we make sure these groups of pupils have access to the curriculum?</b></p> <p>We provide Enrichment mornings which target groups including high attainers, disadvantaged and pupil premium. We explore religions through visits to religions buildings and assemblies for example Easter cracked and Eid. To enhance the curriculum we provide opportunities to have outside agencies such as Bridge Builder come in and lead assemblies.</p>
<p><b>To what extent have we made the objectives clear and how will everyone know them?</b></p> <p>Lesson plans and overviews are available in subject co-ordinator, RE and then by year group and term. The lessons have been planned and resourced by KM to ensure that they flow through the school and each year builds on the learning of the previous one.</p>
<b>Implementation – how do we deliver our curriculum</b>
<p><b>How does the current curriculum match our intention (the points identified above)?</b></p> <p>The planning ensure that every year group looks at three different religions so that children have an understanding of multiple religions. The delivery of lesson in 6 weeks chunks allows children to slowly build on their knowledge each week.</p>
<p><b>How do the subjects/topics we are teaching link together? What cross curricular links are there (in particular the development of reading, writing and maths)?</b></p> <p>There are links to geography as it is important for children to know where the religions originated and how they are now spread out around the world. In Year 6, children use maps and atlases to aid this. RE provides an opportunity for comprehension activities as they can read an unfamiliar text and test their knowledge through retrieval questions. Maths can be explored through Islamic patterns as they use a variety of shapes and are symmetrical.</p>
<p><b>How are we encouraging progression as pupils move through the school?</b></p> <p>Children will develop a deeper and broader understanding of religions as they progress through the school. Their progression will be made through questioning and comparison of the religions that they have learnt about.</p>
<p><b>How do we differentiate our curriculum for the different ability groups? How are the pupils grouped?</b></p> <p>Planning includes differentiated activities for abilities to allow them to access the curriculum and to have a deeper understanding if possible. Marking and questioning can address misconceptions and further their learning.</p>

**Are subjects staffed appropriately? Are staff trained? Do the subjects have adequate time and other resources?**

Taught by qualified teachers. Resources are appropriately gathered from educational sites and books. Some outside agencies come into lead assemblies.

**Impact – what difference is our curriculum making to pupils?**

**How well are children learning the content outlined in the curriculum? How do we know – (what data do we use)?**

Objectives are made based on NC coverage is complete. Target Tracker is also used to assess progress termly. Teachers judgement in lessons is largely how the children will be assessed.

**How well are pupils prepared for the next stage of education? Where do they go to? How do we know?**

Children have a variety of skills to help them in the next stage of their development. Year groups and teams collaborate to ensure continuity in progression. They will move onto secondary education with a good understanding of three religions and the understanding of how important it is to respect and learn about others so that we can make the world a kinder place.

**How do we know our curriculum is having an affect across all pupils, including the different identified groups?**

Children can demonstrate skills independently and can talk about religion when asked. They should also be able to talk about the importance of understanding others.

**How well are the key subject knowledge and skills consolidated before moving onto the next topic? How do we know?**

Teachers assess understanding and make professional decisions if an objective has been embedded or needs further consolidation. Each year, the first lesson is recap of what has been taught previously, this is then tested in a quiz format.

**How well developed are pupils' learning habits and learning skills? How do we know?**

Children can demonstrate skills independently and identify and verbalise their understanding and show it in a written or picture format.

**How do we use the evidence of pupils' learning to feed into our planning and adaptation of the curriculum?**

Individual teachers are responsible lesson by lesson. Plans should be annotated so that change can be made by subject co-ordinator each year.